Learn about Your Partner(s)

1. Please sit next to someone
2. Introduce yourself to your neighbor(s)
3. Ask questions to learn interesting things about your neighbor(s) and a few important events in their lives
Technology Assisted Collaborative Writing for Beginners

A Case Study

Sachi Oates
Why Technology Assisted Collaborative Writing?

- 21st Century Learning (CCRS, 4C + Digital Literacy)
- Learning is a Social Process (Vygotsky)
- Technological advancement = more possibilities and opportunities
Collaborative Writing

- Allows Construction of negotiated meaning and shared knowledge

The Web 2.0 technology can

- Cultivate writing skills
- Foster 21st century skills
  (Ono, 2014; Yang & Chen, 2007)
- Facilitate collaboration
- Increase student motivation
- Promote self-efficacy.

Low-achieving students

- Need extra coaching and support
  (Ono, 2014; Seyyedrezaie et al., 2016; Yang & Chen, 2009)

Many of the studies were done in universities/colleges in foreign countries.
Focus students (Adult ESL)

Writing and using computer make me nervous

Eun Ju (65)
Korean
HS

Panfilo (45)
Mexican/Zapotec
PhD

I like writing but I don’t know how to type.

Karima (24)
Yemeni/Arabic
HS

I’ve never touched a computer, but I’m eager to learn

Silvia (50)
Mexican/Spanish
No Formal Education

Jose (33)
Mexican/Spanish
No HS

Tran (28)
Vietnamese
HS
Description of Methods

*The Intervention:* [Student Handout/Directions](#) (Term end Project)

1. Group interview about important events in their lives.
2. Create one group presentation together using Google Slides.
3. Each person in the group wrote about a partner.
4. Write at least five sentences, add at least one photo, and include a timeline.

*Pre-intervention Questionnaire & Post-intervention Questionnaire*

- [pre-intervention survey](#)
- [post-intervention survey](#)
## Pre & Post Survey

<table>
<thead>
<tr>
<th></th>
<th>It makes me nervous.</th>
<th>I don't really like it.</th>
<th>It's OK (neutral).</th>
<th>I like it.</th>
<th>I love it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Giving presentations in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Using computers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working with other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learning English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>It was frustrating</th>
<th>I didn't like it.</th>
<th>It was OK.</th>
<th>I liked it.</th>
<th>I loved it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing about life events in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Giving a presentation about life events (in the past)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Using computers to create a presentation/timeline</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Interviewing and working with other students in person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Working with other students using computers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Learning English</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>
**Description of Methods**

**Artifacts:**
Teacher observation notes, in-class photos, videos (see slide 10), and student examples were examined and analyzed.

It was chaotic at the beginning. Jose and Silvia seemed very confused by the fact that the others can type in their document.

Karima received a lot of support from her teammates and did not need much help from me.

Everyone seemed to be engaged and working quietly.

Once they finished writing, they wanted my feedback. I encouraged team members to look at each other’s work.

They seemed so proud of their work.
Description of Methods

*Semi-Structured Face to Face interviews:*

1. What did you like about the project?
2. What was difficult about the project?
3. What did you learn?
4. How do you feel about the project? Any comments?
Findings (ESL) -continued

Students’ Comments:

I like(d) the project because (it) helped me write sentence(s).

I like everything about the project. I learned new vocabulary and how to do timelines.

I felt calm when giving presentation even though I still can’t speak English well. I know I can improve.

I like to work in the computer lab. I learned more about my team and I learned to use the past tense.

At first, I did not feel comfortable with computers but I learned a lot. It was nice that my teammate helped me.
Findings from the ESL class

- More focused and engaged
- Team members and peers helped each other
  - The instructor was called only when students couldn’t figure out the issues themselves.
- 5 out of 7 students enjoyed all aspects of collaboration.
  - One student felt uncomfortable using computers
  - Another student did not like sharing her past with others
Conclusion:

Tech-Assisted Collaborative Writing Helps...

- Students learn grammar and writing
- Engage students and get them motivated
- Increase students’ self-confidence and communication skills
- Foster a Sense of community (great for retention/work asynchronously)
- Ease anxiety around writing, computer use and giving presentations

What affected students’ attitudes:

- Level of comfort with computers
- Students’ general outlook on learning and mindset on their abilities
- Having slides that they worked hard on and felt proud of
- Having sentences and photos to refer to while giving presentations
Would something like this work in your class? Why? Why not?

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References


